

LANGUAGE ARTS **Seventh Grade**

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category		
M		Organize and share information, stories, experiences, ideas, and feelings with others.	
D		Respond creatively to reading selections (e.g., dramatizations, speeches, and drawings).	17. People of the Forest, p. 82
M		Model active listening.	40. Then and Now, p.174
M		Observe rules of public conversation.	92. A Look at Lifestyles, p.401
M		Deliver an oral presentation using information from any content area and utilizing visual aids.	11. Can It Be Real? P.54 17. People of the Forest, p. 82 58. There Ought to be a Law, p.249 71. Watch on Wetlands, p. 303 86. Our Changing World, p.375
M		Ask and answer questions to and from teachers and classmates.	11. Can It Be Real? P.54
D		Use a variety of nonverbal communication techniques.	
M		Read using appropriate pronunciation, expression, rate, pitch, and stress.	
M		Read fluently from a variety of texts.	90. Native Ways, p.389 92. A Look at Lifestyles, p.401
M		Participate in guided reading.	80. Nothing Succeeds....p. 345
M		Read for a variety of purposes (e.g., information gathering, enjoyment, and fluency).	80. Nothing Succeeds....p. 345 90. Native Ways, p.389 92. A Look at Lifestyles, p.401
M		Adjust speed based on the purpose for reading.	80. Nothing Succeeds....p. 345 90. Native Ways, p.389 92. A Look at Lifestyles, p.401
M		Listen to a variety of readings, poetry, and music in order to develop sound awareness.	
A	T	Analyze the effects of sound (e.g., onomatopoeia, alliteration, accent, rhyme, and repetition).	
D		Analyze patterns of rhyme and rhythm.	

Comprehension

D		Utilize reference sources and personal experience to build background knowledge.	71. Watch on Wetlands, p.303
M		Continue to use previously learned strategies to front load text.	
A	T	Derive information from the following text features: timelines, graphs, headings and subheadings.	86. Our Changing World, p.375
A	MG	Make predictions about the outcome of a given passage.	

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process

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D		Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and nonprint texts.	
A	MG	Formulate clarifying questions for use before, during, or after reading.	
M		Adjust predictions as new information is acquired.	
M		Continue to predict outcomes, state reasonable generalizations, and draw conclusions.	
D		Use self-monitoring strategies while reading.	
D		Read between the lines.	
I		Create mental pictures from abstract information.	
A	MG	Draw inferences from selected passages.	
D		Verify or modify pre-reading purpose as appropriate.	
M		Continue to interact with text (e.g., mark the text, use post-it notes).	
D		Maintain a personal reading list or reading log/journal.	
M		Indicate the sequence of events.	
A	MG	Identify the main idea/central element in a reading selection.	
M		Select details that support the main idea/central element.	
A	C	Identify the author's purpose for writing and the reader's purpose for reading.	
A	C	Determine the common characteristics of short stories, novels, poetry, drama, and nonfiction.	
D		Discuss similarities and differences in events and characters from different reading selections.	
D		Find support within the reading selection for question responses, ideas, and opinions.	
A	MG	Analyze cause and effect relationships in a given passage.	
A	MG	Distinguish between fact and opinion within context.	
D		Apply comprehension skills and strategies to content area reading.	44. Water Wonders, p.188 58. There Ought to be a Law, p.249 71. Watch on Wetlands, p. 303
I		Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments/presentations.	
D		Make inferences about printed matter and other media.	59. Power of Print, p.253
A	V	Recognize and use grade appropriate and/or content specific vocabulary within context.	
A	V	Replace unknown words in context with appropriate synonyms and/or antonyms.	
M		Incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.	
M		Define significant words to be encountered in the reading.	
D		Expand knowledge of root words, prefixes, and suffixes.	
A	V	Decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.	
D		Build vocabulary by reading from a wide variety of selections and literary types.	
A	V	Determine the meaning of unknown words and/or multiple meaning words through the use of context clues.	
D		Determine the meanings of unknown grade level words using context clues, dictionaries, electronic sources, glossaries, and other resources.	
M		Foster word consciousness (word play, word walls, new and unusual words).	
M		Use memory devices (rhymes, cartoons) to acquire new words.	

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A	V	Select the correct word or phrase to complete an analogy.	
I		Include word histories and meaning change as part of vocabulary study.	
I		Discover ways by which a language gets new words.	
A	V	Identify words that serve as clues to reveal time periods and cultures.	
A	V	Identify commonly used foreign phrases (e.g., <i>bon voyage</i> ; <i>mi casa es su casa</i> , <i>bon jour</i> , <i>hasta la vista</i>).	
A	T	Identify similes, metaphors, personification, and hyperbole within context.	
D		Recognize implied themes.	
A	C	Distinguish between poetry and prose and between biography and autobiography.	
D		Identify the elements found in the exposition (i.e., introduction of characters, setting, and conflict) of fiction.	
A	C	Identify at least two ways by which an author reveals character traits in a given passage.	
D		Explain the rising action, climax, and falling action of a plot.	
A	T	Identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme).	
D		Identify words and phrases used by authors to create mood to establish a tone.	
D		Compare and contrast elements of plot between or among stories.	
A	C	Identify plot elements in the proper place on a graphic organizer.	
I		Identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.	
I		Explore the differences among nonfiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).	
A	C	Identify symbolism, flashback, and foreshadowing, within context.	
A	T	Rank a given set of resources according to reliability.	
D		Visit print rich environments (libraries, book fairs).	
I		Use personal criteria to select reading material.	
D		Use parts of text effectively for learning (title page, preface, and table of contents).	
A	T	Locate information using key words and headings.	
D		Recognize and use appropriate reference sources in various formats (encyclopedias, card/electronic catalogs, and internet).	17. People of the Forest, p. 82 45. Web of Life, p. 194 58. There Ought to be a Law, p.249 59. Power of Print, p.253 71. Watch on Wetlands, p.303
D		Use media (internet, CD-ROM) to view, read, and represent information.	11. Can It Be Real? P.54 16. Pass the Plants, Please, p.77 17. People of the Forest, p. 82 21. Adopt A Tree, p.97 58. There Ought to be a Law, p.249 71. Watch on Wetlands, p.303
D		Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, and periodicals).	
A	C	Recognize first person point of view.	
D		Distinguish between primary and secondary sources.	59. Power of Print, p.253

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M		Use word-referenced materials (dictionary, thesaurus).	
D		Retrieve, organize, represent, and analyze information to demonstrate knowledge acquired.	17. People of the Forest, p. 82 58. There Ought to be a Law, p.249 92. A Look at Lifestyles, p.401
D		Develop and use notes.	17. People of the Forest, p. 82
D		Analyze the impact of various forms of media on daily life.	
A	T	Identify examples of propaganda techniques (i.e., bandwagon).	
D		Recognize implied themes.	

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Generate, focus, and organize ideas.	5. Poet-Tree, p. 31 17. People of the Forest, p. 82 45. Web of Life, p. 194 58. There Ought to be a Law, p.249 59. Power of Print, p.253 71. Watch on Wetlands, p.303
D		Use print and nonprint materials, along with prior and content area knowledge, to provide background for writing.	
D		Develop writing by using appropriate organization strategies, including outlining and other graphic organizers, to produce a prewriting plan.	
M		Select, limit, and refine a topic.	
A	WO	Supply a missing piece of information in an outline.	
D		Compose a draft with an introduction, body paragraphs, and a conclusion.	44. Water Wonders, p.188
D		Use precise and appropriate language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.	44. Water Wonders, p.188
D		Develop sentences that are clear, varied, and appropriate to the audience.	17. People of the Forest, p. 82 59. Power of Print, p.253
A	WO	Select the most appropriate title for a passage.	
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.	
A	WP	Identify the sentence(s) irrelevant to a paragraph's theme or flow.	
D		Develop a unique and consistent voice in original works.	
D/I		Revise to focus on purpose and audience.	
D		Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).	44. Water Wonders, p.188 59. Power of Print, p.253
D		Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).	
D		Revise writing to insure consistent development of ideas (e.g., appropriate	

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		and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics).	
D		Use words and phrases designed to create mood.	
D		Analyze writing for clarity of thought.	44. Water Wonders, p.188 59. Power of Print, p.253
D		Edit for elements of language.	17. People of the Forest, p. 82 44. Water Wonders, p.188
D		Proofread written product, using appropriate tools and strategies.	44. Water Wonders, p.188
M		Create readable documents.	44. Water Wonders, p.188
D		Use proofreading symbols.	
D		Develop and use rubrics.	
D		Make appropriate suggestions for improvement of peers' writing using state assessment rubric.	
D		Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.	
D		Evaluate improvements made in own work and others' work.	
D		Produce a final draft of a selected work suitable for publication and/or sharing.	
D		Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, internet websites, and newspaper/periodicals).	
A	WP	Select the best way to combine sentences to provide syntactic variety.	
A	WO	Select an appropriate thesis statement from a writing sample.	
D		Create an appropriate title that creatively and accurately reflects the topic.	
D		Determine the qualities of strong and clinching concluding paragraphs.	
D		Explain/illustrate key ideas clearly.	
A	WO	Select appropriate time order or transitional words to enhance the flow of a writing sample.	
A	WO	Rearrange multi-paragraphed work in a logical and coherent order.	
A	T	Identify individual written selections as technical, narrative, persuasive and/or descriptive in mood.	
D		Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases, and other devices to indicate clear relationships.	
D		Use appropriate organizational strategies, including outlining and other graphic organizers.	
A	WP	Complete a graphic organizer (e.g., clustering, listing, mapping, and webbing) with information from notes on a writing selection.	86. Our Changing World, p.375
A	WP	Identify the purpose for writing (e.g., to inform, to describe, to explain, to persuade).	59. Power of Print, p.253
A	WP	Identify the audience (formal/informal) for which the text is written.	59. Power of Print, p.253
D		Identify the mode, the usage level, and conventions appropriate to the selected audience.	
I		Use a variety of sources to prepare a research paper.	
A	T	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid, and internet source).	40. Then and Now, p.174
D		Use computer technology to find information, to create reports and presentations, and to support research.	

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I		Recognize that two equally reliable sources may present material from different perspectives.	59. Power of Print, p.253
M		Create readable documents.	59. Power of Print, p.253
I		Explore appropriate proofreading symbols.	
D		Make appropriate suggestions for improvement, using Tennessee state assessment rubric.	
D		Revise writing to focus on purpose, audience, fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety).	
A	WO	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.	
D		Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.	40. Then and Now, p.174 59. Power of Print, p.253
D		Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, and newspapers/periodicals).	

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Product

D		Write personal reflections of experiences and events.	
D		Produce original works of creative and imaginative writings.	5. Poet-Tree, p. 31
D		Write to acquire knowledge (e.g., express, organize, and clarify thinking; take notes; synthesize information; and enhance communication).	17. People of the Forest, p. 82
D		Write competently in the narrative and descriptive modes.	
D		Develop and refine writing in the expository mode.	17. People of the Forest, p. 82
D		Select the most appropriate organizational format for an expository essay.	
D		Use models of expository writing to enhance the writing process.	
D		Apply the Tennessee state assessment rubric to an expository essay.	
I		Explore the techniques of persuasive writing.	
D		Provide sufficient knowledge of topic to reflect background and understanding.	
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and web pages).	
D		Respond to content area information in creative ways (e.g., create graphic, nonprint essays; write and design a children's book; or create a tape to accompany the book).	44. Water Wonders, p.188
D		Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, and documents).	41. How Plants Grow, p.179 59. Power of Print, p.253
D		Research topics and organize gathered information from the content areas into presentable documents.	13. We All Need Trees, p.65 59. Power of Print, p.253
D		Compose and respond to original questions and/or problems from all content areas.	71. Watch on Wetlands, p.303
D		Respond expressively and creatively to the arts.	
D		View, read, and/or listen to examples of various writing styles.	
D/I		Write extended character analyses.	
D		Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflict, setting, and characters).	
D		Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections.	
D/I		Write works of both fiction and nonfiction (poetry, biographical/autobiographical sketches, scripts, reflections, journalistic articles, friendly/business letters, commercials, personal essays, technical writing, research documents, and interviews).	
D		Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.	59. Power of Print, p.253

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	<p>Identify the correct use of the following:</p> <ul style="list-style-type: none"> nouns (common/proper, singular/plural, collective, compound, possessives, direct/indirect objects, and predicate nouns); verbs (action/linking, agreement with subject, verbs that take objects, linking verbs, verb phrases, regular/irregular verbs, three simple and three perfect tenses, and tense consistency); pronouns (case, reflexive, interrogative, demonstrative, agreement with antecedent); adjectives (common/proper, comparative/superlative forms, 	
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		<ul style="list-style-type: none"> compound predicate adjectives, and; adjective clauses; adverbs (comparative/superlative, introductory phrases and clauses, and placement within the sentence); conjunctions (coordinating, correlative, and subordinating conjunctions combining words, phrases, and clauses); prepositions; interjections. 	
A	G	Identify the correct use of prepositions and prepositional phrases within context.	
A	G	Recognize usage errors occurring within context (double negatives, troublesome words: rise/raise, stationary/stationery, compliment/complement, beside/besides, to/too/two, there/their/they're, lie/lay, sit/set; subject/verb agreement, pronoun case, and comparative and superlative forms).	
M		Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, and proper adjectives).	
A	G	Identify the correct use of commas (e.g., compound sentences, coordinating conjunctions, introductory works, appositives, and interrupters) within context.	
A	G	Identify the correct use of colons (e.g., in business letters, introductory words, and preceding a list of items) within context.	
A	G	Choose the correct use of quotation marks and commas (e.g., in direct quotations, with explanatory material within the quote, and proper use with end marks).	
A	G	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.	
D		Form both singular and plural possessives using apostrophes.	
D		Spell correctly high frequency words, appropriate grade level words, and content area words.	
A	T	Identify correctly or incorrectly spelled words in context.	
D		Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.	
D		Maintain a consciousness toward correct spelling across the content areas.	
A	G	Recognize and use appositives and appositive phrases and infinitives and infinitive phrases within the context.	
D		Identify and place correctly within a sentence adjective, adverb, and noun clauses.	
A	WP	Select the most appropriate way to correct a run-on sentence (e.g., conjunctions, semicolons, and periods to join or to separate elements) in order to provide syntactic variety within context.	
D		Correct sentence fragments by supplying the missing elements.	
D		Recognize and differentiate among simple, compound, and complex sentences.	
M		Combine sentences using a variety of strategies.	
A	WP	Identify within context a variety of appropriate sentence-combining techniques (comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).	

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